



Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCSE

In Italian (1IN0) Paper 4F

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2024

Publications Code 1IN0_4F_pef_20240822

All the material in this publication is copyright
© Pearson Education Ltd 2024

ITALIAN GCSE PAPER 4F

For this paper, questions are set in common contexts, addressing a range of relevant contemporary and cultural themes.

They are organised into five themes, each broken down into topics and sub-topics. The five themes are: Identity and culture, Local area, Holiday and travel, School, Future aspirations, Study and work and International and global dimension. The assessment tasks feature general content that is familiar and accessible to all candidates.

Candidates are required to produce responses of varying lengths and types to express facts, ideas and opinions in Italian. The length of each response required and complexity of language increases across the paper. Recommended word counts are specified for each question. Candidates will not be penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullet points, although a piece that is too short will be self-penalising.

All questions are marked against the assessment criteria as published in the current specification. The instructions to students are all in Italian, but question titles are in English. The use of dictionaries is not permitted. For this paper, questions are set in common contexts, addressing a range of relevant contemporary and cultural themes.

The examination for paper 4F is 1 hour and 10 minutes in length and it carries 60 marks. The paper consists of three open-response questions and one translation from English into Italian. Candidates are required to answer all questions.

Q1 assesses candidates on their ability to write to describe and to express opinions.

Q2 has two options, from which students have to select one. This question assesses candidates on their ability to note down key points and convey information. Candidates must use the formal register.

Q3 has two options, from which candidates have to select one. This question assesses candidates on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Candidates must use the informal register. This question is common to the Higher tier.

Q4 is the translation question. Candidates are required to translate five sentences from English to Italian. The sentences are ordered by increasing level of difficulty.

Question 1

Q1 required candidates to describe the photograph and to give an opinion about friends. Candidates were asked to write 20-30 words in Italian.

The question could be answered using exclusively a present time frame, but candidates were not penalised for using other tenses. It was clear that candidates were generally well-prepared for this question and most candidates were able to describe the photo to some extent, although some struggled with verb conjugation. Most also gave the required opinion, although some seemed to miss this and lost marks as a result. Some

gave an opinion about social media, as this was mentioned in the task, but candidates need to make sure they read the question carefully.

Question 2

Q2(a) required candidates to write a formal email to the manager of a campsite in Italy. Q2(b) required the candidates to write a formal email regarding a job in Italy. Candidates had to include in their response the information given in the four bullet points. The bullet points appear in the formal register and candidates are expected to respond in the same register. They had to write 40-50 words in Italian.

This question proved quite challenging for some candidates, perhaps as a result of the use of the formal register in the question. As a result, a few wrote responses about someone else and not about themselves. However, this was less frequent than in previous series.

Q2(a) was less popular than Q2(b). Most candidates were able to say when they will arrive and who they will come to Italy with. Many candidates were also able to say how long they want to stay in Italy, although this element was more challenging for some than the first two bullet points. The vast majority were able to say what they would like to do at Lake Garda and showed good vocabulary knowledge relating to leisure/holiday activities. A few candidates answered the final point using *vorrebbe* from the question instead of *vorrei*, which did affect communication. There is no requirement to use past tenses in Q2 at this level.

Q2(b) was the most popular of the two. Most candidates were able to give some personal details, such as their name, where they live or their age. For some, the accuracy with some basic constructions was an issue, e.g. *sono 16 anni* instead of *ho 16 anni*. Most candidates were able to give information about where they want to work in Pisa, e.g. a school/shop/café, and why they want to work in Italy, e.g. they like the food/culture/weather. While most candidates were able to say where they would like to work in future, some candidates answered the final point using *vorrebbe* from the question instead of *vorrei*, which did affect communication. It is clear that the topic of work is well prepared by candidates, and they knew topic-specific vocabulary. There is no requirement to use past tenses in Q2 at this level.

In both questions, there was a reasonably high incidence of error, especially with verb conjugation and tenses, as well as basic spelling of nouns at times. Candidates often managed to use time markers, even when they did not correctly conjugate the verbs that followed these. There were a few blank responses or responses in which candidates only attempted one or two bullet points and they must attempt them all in order to access the full range of available marks.

Question 3(a)

Q3(a) required candidates to write an informal email about school trips. They had to address the four bullet points and produce between 80-90 words in Italian. The question had to be answered using past, present and future time frames.

At Foundation level this was the slightly less popular of the two options. Candidates were generally able to communicate information about what they do on school trips, although a few omitted this or failed to recognise that it should be answered in the

present tense. Most were able to write about where they went recently on a school trip, although verbs were often conjugated incorrectly, with many instances of *ho andato* and other candidates used infinitives with a past time marker. Some of the candidates were also able to write about why school trips are important, but responses tended to be rather basic, e.g. *perché è divertente/interessante*. The last point was challenging for some candidates whilst others were able to state what they would like to do next year. However, some candidates used *vorresti* instead of *vorrei* and this affected communication and did not fully fulfil the requirement of the task. It was clear that most candidates had a good knowledge of time markers relating to the past and future, even if they were not able to conjugate verbs correctly.

Question 3(b)

Q3(b) required candidates to write an informal email about their local area; they had to write 80-90 words of Italian. The question had to be answered using past, present and future time frames.

This was slightly more popular than Q2(a). Candidates were generally able to state what there is to do in their local area. They generally showed good knowledge of topic-specific vocabulary here. In terms of what they did recently in their area, many communicated something relevant, although the formation of the *passato prossimo* proved challenging for some, especially with *essere* verbs, e.g. there were many instances of *ho/abbiamo andato*. In the third point most candidates were able to say whether they prefer to live in the countryside or the city and give a justification for this. The final bullet point was generally well understood, although formation of *vorrei* + infinitive and use of the future tense (e.g. *andarò* instead of *andrò*) was patchy. Candidates were generally able to communicate relevant details for this topic, which is clearly well prepared by centres, but in many instances there were errors in spelling, verb forms and adjectival agreements.

Question 4

Q4 addressed the topic of family and family activities. Candidates had to translate five sentences from English to Italian.

The translation resulted in most candidates picking up some marks, although basic errors often meant that the mark could not be awarded. For part (a), most were able to translate *vivo/abito*, but some did not know *campagna*. In (b), many did not know *abbiamo*, but most were able to translate *molti animali* correctly. A few left out *molti*, so did not fully communicate the point. For part (c), most candidates were able to fully communicate the sentence. In part (d), most communicated 'I don't like', despite grammatical errors in the formation of *non mi piace* + infinitive. Most candidates communicated 'boring', but it was often misspelt, e.g., *noiso*. Part (e) was the most challenging for many candidates. Some did not know *sabato scorso* and a few even translated 'Saturday' as *domenica*. Many candidates clearly knew the verb *giocare*, but many also struggled to conjugate this correctly in the *passato prossimo*. A surprising number of candidates did not know *giardino*, with many writing it in English. Most candidates did, however, know *con mio fratello*.

Paper Summary

Most candidates made a good attempt at the paper, but the level of grammatical awareness was often patchy at best and there were frequent inaccuracies, often such as to impede comprehension. Standards appeared to be similar to last year, but still lower than pre-pandemic. The translation, in particular, was less well done than in previous series.

Based on their performance on this paper, candidates are offered the following advice:

- read every question on the exam paper before you begin to write your answers
- look very carefully at the whole question, including the rubric, to make sure that you fully understand what you are being asked to do
- look for key words in the bullet points as these will help you to answer each of the bullet points correctly
- answer each of the bullet points in order
- write a separate paragraph for each bullet point, as this will help you check that you have covered all of them in detail
- in Q1, write both a description of the photo and an opinion (there is no need to use tenses other than the present)
- in Q1, Q2 and Q3, address all four of the bullet points
- remember that Q2 uses a formal register, so the instructions will say *Lei* rather than *tu*; however, it requires only present and future time frames in the response
- in Q3, try to use a variety of grammatical structures and vocabulary to avoid repetition
- in Q4, try to translate all the words, as you will get credit even for partially correct answers
- leave enough time to check your work carefully at the end of the exam
- write your answers on the correct pages of the answer booklet; if you find that you have written, for example, part of Q3(b) on the page for Q3(a), then please write a brief note so that the examiner (who only sees one question at a time) is aware of this and can take the necessary action; the same applies if the answers are continued on extra paper
- ensure that your handwriting is as neat as possible; this year there were many instances of responses that were virtually illegible